Textbook Alignment to the Utah Core – 6th Grade Mathematics

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) ***Yes N/A*** ***No N/A***

Name of Company and Individual Conducting Alignment:
McHugh and Associates, Inc.

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

☐ **On record with the USOE.**

X The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 6th Grade Mathematics Core Curriculum

Title: Connected Mathematics 2, 6th Grade Units (c) 2009 ISBN#:

SE: Prime Time: 0-13-366104-0, Bits and Pieces I: 0-13-366130-X, Shapes and Designs: 0-13-366131-8, Bits and Pieces II: 0-13-366132-6, Covering and Surrounding: 0-133-366133-4, Bits and Pieces III: 0-13-366134-2, How Likely Is It?: 0-13-366135-0, Data About Us: 0-13-366136-9, Single Bind:0-13-366107-5 (SE, Single Bind); TE: Prime Time: 0-13-366108-3, Bits and Pieces I: 0-13-366184-9, Shapes and Designs: 0-13-366187-3, Bits and Pieces II: 0-13-366185-7, Covering and Surrounding: 0-13-366189-X, Bits and Pieces III: 0-13-366186-5, How Likely Is It?: 0-13-366190-3, Data About Us: 0-13-366191-1, Teacher's Guide Package: 0-13-165883-2 (Teacher's Guide Package);

Publisher: Pearson Education, Inc. publishing as Prentice Hall

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 52%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 40%				
STANDARD I: Students will expand number sense to include operations with rational numbers.				
Percentage of coverage in the *student and teacher edition* for Standard I: 55 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 36 %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 1.1: Represent rational numbers in a variety of ways.				
a.	Recognize a rational number as a ratio of two integers, a to b, where b is not equal to zero.		**Online Activity: NO-k** Classifying and Ordering Rational Numbers	
b.	Change whole numbers with exponents to standard form (e.g., $2^4 = 16$) and recognize that any non-zero whole number to the zero power equals 1 (e.g., $9^0 = 1$).		**Online Activities: NO-m** Exponents and Scientific Notation, **NO-c** Rules of Exponents	
c.	Write a whole number in expanded form using exponents (e.g., $876{,}539 = 8 \times 10^5 + 7 \times 10^4 + 6 \times 10^3 + 5 \times 10^2 + 3 \times 10^1 + 9 \times 10^0$).		**Online Activity: NO-m** Exponents and Scientific Notation	
d.	Express numbers in scientific notation using positive powers of ten.		**Online Activities: NO-h** Exponential Form, **NO-m** Exponents and Scientific Notation	
Objective 1.2: Explain relationships and equivalencies among rational numbers.				

a.	Place rational numbers on the number line.	**SE: Bits and Pieces I** Investigation 1: Fundraising Fractions (14, 17), Investigation 2: Sharing and Comparing With Fractions (21-23, 25-27, 30, 32-33), Investigation 3: Moving Between Fractions and Decimals (48, 52), Investigation 4: Working With Percents (66), **Bits and Pieces II** Investigation 1: Estimating With Fractions (12), Investigation 4: Dividing With Fractions (59), **Bits and Pieces III** Investigation 3: The Decimal Divide (45, 47) **TE: Bits and Pieces I** Investigation 1: Fundraising Fractions (41-42), Investigation 2: Sharing and Comparing With Fractions (51-56, 67-72, 74-76), Investigation 3: Moving Between Fractions and Decimals (108, 110), Investigation 4: Working With Percents (134), **Bits and Pieces II** Investigation 1: Estimating With Fractions (32), Investigation 4: Dividing With Fractions (117), **Bits and Pieces III** Investigation 3: The Decimal Divide (81)		
b.	Compare and order rational numbers, including positive and negative mixed fractions and decimals, using a variety of methods and symbols, including the number	**SE: Bits and Pieces I** Investigation 1: Fundraising Fractions (10-11), Investigation 2: Sharing and		

	line and finding common denominators.	Comparing With Fractions (19-24, 28-29, 33-34), Investigation 3: Moving Between Fractions and Decimals (35-39, 41-43, 45-46, 49-50, 53), Investigation 4: Working With Percents (65), **Shapes and Designs** Investigation 1: Bees and Polygons (20), **Bits and Pieces II** Investigation 1: Estimating With Fractions (13), Investigation 2: Adding and Subtracting Fractions (28), **Covering and Surrounding** Investigation 4: Measuring Parallelograms (65), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (16), **How Likely Is It?** Investigation 2: Experimental and Theoretical Probability (33), Investigation 3: Making Decisions With Probability (49) **TE: Bits and Pieces I** Investigation 1: Fundraising Fractions (35-40), Investigation 2: Sharing and Comparing With Fractions (46-66, 73-74, 76), Investigation 3: Moving Between Fractions and Decimals (79-84, 91-96, 101-106, 109), Investigation 4: Working With Percents (134), **Shapes and Designs** Investigation 1: Bees and Polygons		

		(33), **Bits and Pieces II** Investigation 1: Estimating With Fractions (32), Investigation 2: Adding and Subtracting Fractions (56), **Covering and Surrounding** Investigation 4: Measuring Parallelograms (107), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (34), **How Likely Is It?** Investigation 2: Experimental and Theoretical Probability (56), Investigation 3: Making Decisions With Probability (73)		
c.	Find equivalent forms for common fractions, decimals, percents, and ratios, including repeating or terminating decimals.	**SE: Bits and Pieces I** Investigation 1: Fundraising Fractions (7, 10-12, 15), Investigation 2: Sharing and Comparing With Fractions (19-28, 31), Investigation 3: Moving Between Fractions and Decimals (35-44, 47-51), Investigation 4: Working With Percents (58-60, 62-66), **Shapes and Designs** Investigation 1: Bees and Polygons (20), Investigation 2: Polygons and Angles (47), **Bits and Pieces II** Investigation 1: Estimating With Fractions (5-7, 10, 12-14), Investigation 2: Adding and Subtracting Fractions (26-27), Investigation 4: Dividing With		

		Fractions (59), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (10-11, 15), Investigation 3: The Decimal Divide (41-45, 47), Investigation 4: Using Percents (57-60), Investigation 5: More About Percents (71), **How Likely Is It?** Investigation 1: A First Look at Chance (18), Investigation 2: Experimental and Theoretical Probability (32), Investigation 3: Making Decisions With Probability (48-49), **Data About Us** Investigation 3: What Do We Mean by *Mean*? (59) **TE: Bits and Pieces I** Investigation 1: Fundraising Fractions (23-28, 35-40, 42), Investigation 2: Sharing and Comparing With Fractions (46-74), Investigation 3: Moving Between Fractions and Decimals (79-100, 107-110), Investigation 4: Working With Percents (125-132, 133-134), **Shapes and Designs** Investigation 1: Bees and Polygons (33), Investigation 2: Polygons and Angles (59), **Bits and Pieces II** Investigation 1: Estimating With Fractions (20-24, 31-33), Investigation 2: Adding and Subtracting Fractions (56),		

		Investigation 4: Dividing With Fractions (117), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (25-28, 34), Investigation 3: The Decimal Divide (75-82), Investigation 4: Using Percents (98), Investigation 5: More About Percents (114), **How Likely Is It?** Investigation 1: A First Look at Chance (35), Investigation 2: Experimental and Theoretical Probability (55), Investigation 3: Making Decisions With Probability (73), **Data About Us** Investigation 3: What Do We Mean by *Mean*? (92)		
d.	Relate percents less than 1% or greater than 100% to equivalent fractions, decimals, whole numbers, and mixed numbers.	**SE: Bits and Pieces I** Investigation 4: Working With Percents (59-60, 63-64), **Bits and Pieces III** Investigation 4: Using Percents (59) **TE: Bits and Pieces I** Investigation 4: Working With Percents (129-134), **Bits and Pieces III** Investigation 4: Using Percents (98)		
e.	Recognize that the sum of an integer and its additive inverse is zero.		**Online Activity: NO-f** Properties	
Objective 1.3: Use number theory concepts to find prime factorizations, least common multiples, and greatest common factors.				
a.	Determine whether whole numbers to 100 are prime,	**SE: Prime Time** Investigation 1:		

	composite, or neither.	Factors and Products (9-11, 15-16, 19, 21), Investigation 2: Whole-Number Patterns and Relationships (22-24, 26-29, 33-34), Investigation 4: Factorizations: Searching for Factor Strings (57-58), Investigation 5: Putting It All Together (61-64, 66-67) **TE: Prime Time** Investigation 1: Factors and Products (21-24, 31-34), Investigation 2: Whole-Number Patterns and Relationships (36-40, 45-48, 51), Investigation 4: Factorizations: Searching for Factor Strings (93-94), Investigation 5: Putting It All Together (96-102)		
b.	Find the prime factorization of composite numbers to 100.	**SE: Prime Time** Investigation 4: Factorizations: Searching for Factor Strings (50-52, 53-58, 60), Investigation 5: Putting It All Together (61-64, 66-67) **TE: Prime Time** Investigation 4: Factorizations: Searching for Factor Strings (81-94), Investigation 5: Putting It All Together (96-102)		
c.	Find the greatest common factor and least common multiple for two numbers using a variety of methods (e.g., list of multiples, prime factorization).	**SE: Prime Time** Investigation 2: Whole-Number Patterns and Relationships (26-29, 32), Investigation 3: Common Multiples and Common Factors (37-48), Investigation 4: Factorizations:		

		Searching for Factor Strings (49-60), Investigation 5: Putting It All Together (61-69), **Bits and Pieces I** Investigation 2: Sharing and Comparing With Fractions (32) **TE: Prime Time** Investigation 2: Whole-Number Patterns and Relationships (45-48, 50), Investigation 3: Common Multiples and Common Factors (54-73), Investigation 4: Factorizations: Searching for Factor Strings (75-94), Investigation 5: Putting It All Together (96-102), **Bits and Pieces I** Investigation 2: Sharing and Comparing With Fractions (75)		
Objective 1.4: Model and illustrate meanings of operations and describe how they relate.				
a.	Relate fractions to multiplication and division and use this relationship to explain procedures for multiplying and dividing fractions.	**SE: Bits and Pieces I** Investigation 3: Moving From Fractions to Decimals (43-44, 52), **Bits and Pieces II** Investigation 3: Multiplying With Fractions (34-39, 47), Investigation 4: Dividing With Fractions (48-54, 62) **TE: Bits and Pieces I** Investigation 3: Moving From Fractions to Decimals (97-100, 110), **Bits and Pieces II** Investigation 3: Multiplying With Fractions (65-84,		

		88), Investigation 4: Dividing With Fractions (92-114, 118)		
b.	Recognize that ratios derive from pairs of rows in the multiplication table and connect with equivalent fractions.		**Online Activity: AL-h** Using Proportions and Proportional Reasoning	
c.	Give mixed number and decimal solutions to division problems with whole numbers.			
Objective 1.5: Solve problems involving multiple steps.				
a.	Select appropriate methods to solve a multi-step problem involving multiplication and division of fractions and decimals.	**SE: Bits and Pieces II** Investigation 3: Multiplying With Fractions (42-45), Investigation 4: Dividing With Fractions (61), **Bits and Pieces III** Investigation 2: Decimal Times (28-29, 32-34), Investigation 3: The Decimal Divide (46-47) **TE: Bits and Pieces II** Investigation 3: Multiplying With Fractions (86-87), Investigation 4: Dividing With Fractions (118),**Bits and Pieces III** Investigation 2: Decimal Times (57, 59), Investigation 3: The Decimal Divide (81)		
b.	Use estimation to determine whether results obtained using a calculator are reasonable.		This standard can be developed from: **Online Activity: NO-l** Multiplying and Dividing Rational Numbers	
c.	Use estimation or calculation to compute results, depending on the context and numbers involved in the problem.	**SE: Bits and Pieces II** Investigation 1: Estimating With Fractions (5-11, 15), Investigation 3: Multiplying		

		With Fractions (32-37, 41), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (5-7, 10-11, 13-14, 20), Investigation 2: Decimal Times (21-25, 28-30, 35), Investigation 3: The Decimal Divide (36-39) **TE: Bits and Pieces II** Investigation 1: Estimating With Fractions (20-33), Investigation 3: Multiplying With Fractions (60-74, 86), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (16-20, 25-28, 33, 35), Investigation 2: Decimal Times (37-42, 47-50, 57-59), Investigation 3: The Decimal Divide (62-70)		
d.	Solve problems involving ratios and proportions.		**Online Activities: AL-h** Using Proportions and Proportional Reasoning, **AL-q** Proportional Relationships	
Objective 1.6: Demonstrate proficiency with the four operations, with positive rational numbers, and with addition and subtraction of integers.				
a.	Multiply and divide a multi-digit number by a two-digit number, including decimals.	**SE: Bits and Pieces II** Investigation 2: Decimal Times (21-35), Investigation 3: The Decimal Divide (36-49) **TE: Bits and Pieces II**		

		Investigation 2: Decimal Times (37-59), Investigation 3: The Decimal Divide (62-82)		
b.	Add, subtract, multiply, and divide fractions and mixed numbers.	**SE: Bits and Pieces II** Investigation 2: Adding and Subtracting Fractions (16-31), Investigation 3: Multiplying With Fractions (32-47), Investigation 4: Dividing With Fractions (48-62), **Bits and Pieces III** Investigation 2: Decimal Times (31), Investigation 3: The Decimal Divide (47), **How Likely Is It?** Investigation 2: Experimental and Theoretical Probability (32, 34) **TE: Bits and Pieces II** Investigation 2: Adding and Subtracting Fractions (35-58), Investigation 3: Multiplying With Fractions (60-88), Investigation 4: Dividing With Fractions (92-118), **Bits and Pieces III** Investigation 2: Decimal Times (58), Investigation 3: The Decimal Divide (81), **How Likely Is It?** Investigation 2: Experimental and Theoretical Probability (56)		
c.	Add and subtract integers.		**Online Activity: NO-n** Integer Operations	
STANDARD II: Students will use patterns, relations, and algebraic expressions to represent and analyze mathematical problems and number relationships.				

Percentage of coverage in the *student and teacher edition* for Standard II: <u>0</u> %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: <u>83</u> %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 2.1: Analyze algebraic expressions, tables, and graphs to determine patterns, relations, and rules.				
a.	Describe simple relationships by creating and analyzing tables, equations, and expressions.		**Online Activities: AL-i** Describing and Graphing $y=kx$ Relationships and Using Proportional Reasoning, **GM-a** Pythagorean Theorem	
b.	Draw a graph and write an equation from a table of values.		**Online Activities: AL-i** Describing and Graphing $y=kx$ Relationships and Using Proportional Reasoning, **AL-l** Sequences, **AL-m** Modeling Data With a Linear Function	
c.	Draw a graph and create a table of values from an equation.		**Online Activity: AL-j** Inverse Proportional Relationships	
Objective 2.2: Write, interpret, and use mathematical expressions, equations, and formulas to represent and solve problems that correspond to given situations.				

a.	Solve single variable linear equations using a variety of strategies.		**Online Activities: AL-b** Properties of Equality, **AL-f** Solving Multi-Step Equations, **AL-o** Solving One-Step Equations	
b.	Recognize that expressions in different forms can be equivalent and rewrite an expression to represent a quantity in a different way.			
c.	Evaluate and simplify expressions and formulas, substituting given values for the variables (e.g., 2x + 4; x = 2; therefore, 2 (2) + 4 = 8).		**Online Activities: AL-g** Evaluating Algebraic Expressions, **GM-a** Pythagorean Theorem, **GM-n** Surface Area, **GM-s** Circles, **GM-t** Investigating Volume, **GM-u** Formulas for Trapezoids	
STANDARD III: Students will use spatial and logical reasoning to recognize, describe, and analyze geometric shapes and principles.				
Percentage of coverage in the *student and teacher edition* for Standard III: 33 %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: 64 %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 3.1: Identify and analyze attributes and properties of geometric shapes to solve problems.				

a.	Identify the midpoint of a line segment and the center and circumference of a circle.	**SE: Shapes and Designs** Investigation 2: Polygons and Angles (50-51) **TE: Shapes and Designs** Investigation 2: Polygons and Angles (60)		
b.	Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.		**Online Activity: GM-n** Special Angles	
c.	Develop and use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle in a triangle or quadrilateral.	**SE: Shapes and Designs** Investigation 3: Polygon Properties and Tiling (54-57, 60-67, 69), Investigation 4: Building Polygons (79-80), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (17) **TE: Shapes and Designs** Investigation 3: Polygon Properties and Tiling (63-70, 75-81), Investigation 4: Building Polygons (96), **Bits and Pieces III** Investigation 1: Decimals-More or Less! (34)		
Objective 3.2: Visualize and identify geometric shapes after applying transformations on a coordinate plane.				
a.	Rotate a polygon about the origin by a multiple of 90° and identify the location of the new vertices.		**Online Activity: GM-m** Rotations in the Coordinate Plane	
b.	Translate a polygon either horizontally or vertically on a coordinate grid and identify the location of the new vertices.		**Online Activity: GM-k** Translations in the Coordinate Plane	

c.	Reflect a polygon across either the x- or y-axis and identify the location of the new vertices.		**Online Activity: GM-l** Reflections in the Coordinate Plane	
STANDARD IV: Students will understand and apply measurement tools and techniques and find the circumference and area of a circle.				
Percentage of coverage in the *student and teacher edition* for Standard IV: <u>60</u> %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard IV: <u>40</u> %**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 4.1: Describe and find the circumference and area of a circle.				
a.	Explore the relationship between the radius and diameter of a circle to the circle's circumference to develop the formula for circumference.	**SE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (72-76, 80-81, 88) **TE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (115-122, 129-130, 132)		
b.	Find the circumference of a circle using a formula.	**SE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (80-83, 86-87) **TE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (129-131)		
c.	Describe pi as the ratio of the circumference to the	**SE: Covering and Surrounding**		

	diameter of a circle.	Investigation 5: Measuring Irregular Shapes and Circles (77) **TE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (123-128)		
d.	Decompose a circle into a number of wedges and rearrange the wedges into a shape that approximates a parallelogram to develop the formula for the area of a circle.	**SE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (77) **TE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (123-128)		
e.	Find the area of a circle using a formula.	**SE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (77, 81-83, 85), **Bits and Pieces III** Investigation 2: Decimal Times (32), Investigation 3: The Decimal Divide (47) **TE: Covering and Surrounding** Investigation 5: Measuring Irregular Shapes and Circles (123-128, 130-131), **Bits and Pieces III** Investigation 2: Decimal Times (59), Investigation 3: The Decimal Divide (81)		
Objective 4.2: Identify and describe measurable attributes of objects and units of measurement, and solve problems involving measurement.				
a.	Recognize that measurements are approximations and		**Online Activities: ME-a**	

	describe how the size of the unit used in measuring affects the precision.		Using Fractions of an Inch and Converting Measurements, **ME-c** Accurate and Precise Measurements	
b.	Convert units of measurement within the metric system and convert units of measurement within the customary system.		**Online Activities: ME-a** Using Fractions of an Inch and Converting Measurements, **ME-b** Conversion Factors, **ME-d** Dimensional Analysis	
c.	Compare a meter to a yard, a liter to a quart, and a kilometer to a mile.		**Online Activities: ME-b** Conversion Factors, **ME-d** Dimensional Analysis	
d.	Determine when it is appropriate to estimate or use precise measurement when solving problems.	**SE: Shapes and Designs** Investigation 2: Polygons and Angles (32-37, 42, 44-45) **TE: Shapes and Designs** Investigation 2: Polygons and Angles (45-52, 58)		
e.	Derive and use the formula to determine the surface area and volume of a cylinder.		**Online Activities: GM-n** Surface Area, **GM-t** Investigating Volume	
STANDARD V: Students will analyze, draw conclusions, and make predictions based upon data and apply basic concepts of probability.				
Percentage of coverage in the *student and teacher edition* for Standard V: <u>88</u> %		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: N/A**		

OBJECTIVES & INDICATORS		Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
Objective 5.1: Design investigations to reach conclusions using statistical methods to make inferences based on data.				
a.	Design investigations to answer questions.			
b.	Extend data display and comparisons to include scatter plots and circle graphs.	**SE: Covering and Surrounding** Investigation 2: Changing Area, Changing Perimeter (19-21, 24, 26, 30), **Bits and Pieces III** Investigation 5: More About Percents (65-66, 69-70), **Data About Us** Investigation 2: Using Graphs to Explore Data (38-39, 40-41, 46-47) **TE: Covering and Surrounding** Investigation 2: Changing Area, Changing Perimeter (38-42, 47-50, 56-57), **Bits and Pieces III** Investigation 5: More About Percents (109-112, 114), **Data About Us** Investigation 2: Using Graphs to Explore Data (63-66, 68, 71)		
c.	Compare two similar sets of data on the same graph and compare two graphs representing the same set of data.	**SE: Bits and Pieces III** Investigation 5: More About Percents (70), **Data About Us** Investigation 1: Looking at Data (7-11, 14-21, 26-27), Investigation 2:		

		Using Graphs to Explore Data (34-35, 43-44) **TE: Bits and Pieces III** Investigation 5: More About Percents (114), **Data About Us** Investigation 1: Looking at Data (17-26, 31-41, 44), Investigation 2: Using Graphs to Explore Data (53-56, 69-70)		
d.	Recognize that changing the scale influences the appearance of a display of data.	**SE: Data About Us** Investigation 2: Using Graphs to Explore Data (36-39, 42, 46-48) **TE: Data About Us** Investigation 2: Using Graphs to Explore Data (57-66, 68, 71-72)		
e.	Propose and justify inferences and predictions based on data.	**SE: How Likely Is It?** Investigation 1: A First Look at Chance (18), Investigation 4: Probability, Genetics, and Games (65), **Data About Us** Investigation 2: Using Graphs to Explore Data (36-38, 40-42), Investigation 3: What Do We Mean by *Mean*? (58) **TE: How Likely Is It?** Investigation 1: A First Look at Chance (35), Investigation 4: Probability, Genetics, and Games (87), **Data About Us** Investigation 2: Using Graphs to Explore Data (57-62, 68), Investigation 3: What Do We Mean by *Mean*? (92)		

Objective 5.2: Apply basic concepts of probability and justify outcomes.				
a.	Write the results of a probability experiment as a fraction between zero and one, or an equivalent percent.	**SE: How Likely Is It?** Investigation 1: A First Look at Chance (6-10, 13, 16), Investigation 2: Experimental and Theoretical Probability (22, 24-26, 36), Investigation 3: Making Decisions With Probability (43), Investigation 4: Probability, Genetics, and Games (60-61) **TE: How Likely Is It?** Investigation 1: A First Look at Chance (15-28, 33-34), Investigation 2: Experimental and Theoretical Probability (37-40, 45-48, 56), Investigation 3: Making Decisions With Probability (67-70), Investigation 4: Probability, Genetics, and Games (83-86)		
b.	Compare experimental results with theoretical results (e.g., experimental: 7 out of 10 tails; whereas, theoretical 5 out of 10 tails).	**SE: How Likely Is It?** Investigation 1: A First Look at Chance (6-10, 13-14), Investigation 2: Experimental and Theoretical Probability (22, 24-26, 32, 36, 38), Investigation 3: Making Decisions With Probability (43, 54), Investigation 4: Probability, Genetics, and Games (60-61) **TE: How Likely Is It?**		

		Investigation 1: A First Look at Chance (15-28, 33), Investigation 2: Experimental and Theoretical Probability (37-40, 45-48, 56-57), Investigation 3: Making Decisions With Probability (67-70, 74), Investigation 4: Probability, Genetics, and Games (83-86)		
c.	Compare individual, small group, and large group results of a probability experiment in order to more accurately estimate the actual probabilities.	**SE: How Likely Is It?** Investigation 1: A First Look at Chance (6-10, 16, 19-20), Investigation 2: Experimental and Theoretical Probability (24-26), Investigation 3: Making Decisions With Probability (44, 46) **TE: How Likely Is It?** Investigation 1: A First Look at Chance (15-28, 34-35), Investigation 2: Experimental and Theoretical Probability (45-48), Investigation 3: Making Decisions With Probability (71-72)		